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ABSTRACT

The State of Washington received a Chapter 2 award of $8,224,052.00 for the school year 1986-87, a decrease of 3.3 percent from 1985-86. Planned expenditures and student services for basic skills programs declined over the past four years, but the amount of expenditures for special projects rose for the fifth consecutive year. These special projects included the following: (1) a gifted education program; (2) videotapes for the hearing impaired; (3) a computer education program; and (4) a counseling program. Actual Chapter 2 expenditures for 1986-87 totalled $6,682,377.00, or 90 percent of the funds received. The two largest categories of expenditure were for instructional materials, 28 percent, and capital outlay, 25 percent. Most of the capital outlay was in the learning resources and teaching activities areas, and large expenditures related to salaries primarily reflect staff development substitute costs. The activities with the greatest emphasis were learning resources, 39 percent, and teaching, 44 percent. A special survey on gifted education activities shows that 2.7 percent of Chapter 2 funds were used to supplement local and state funding for programs whose participants were comprised of 7 percent minority group students. Budget and statistical data are included in seven tables. (FMW)

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Washington State ECIA Chapter 2 District Programs End-of-Year Report

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1986-87 WASHINGTON STATE ECIA CHAPTER 2 DISTRICT PROGRAMS END-OF-YEAR REPORT

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January, 1988

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A REPORT ON CHAPTER 2 DISTRICT PROGRAMS, 1986-87

Section I. General End-of-Year Report on Plans, Service Levels, and Expenditures

Introduction

From the 1960s through the early 1980s, federal funds for schools were distributed through specialized categorical programs. In 1982, the nature of federal funding for compensatory education changed. Based on the Education Consolidation and Improvement Act, 28 special purpose programs were consolidated into a single block grant program which became known as Chapter 2.

The stated intent of Chapter 2 is twofold: first, to improve elementary and secondary education for public and private students while reducing local district management costs; and second, to support state-level leadership activities and reduce program administration costs. Approximately 80 percent of the available funds is used for school programs. The remainder is reserved for state programs.

Chapter 2 allows school districts to use funds for four general purposes: basic skills development, improvement and support services, special projects, and indirect costs related to program administration. The law does not specify how funds are to be used or combined with other sources to support special programs. In Washington state this has resulted in a host of creative basic and supplemental educational programs such as the gifted education program in the Lake Stevens School District; videotapes for the hearing impaired children in the Evergreen District schools; computer education in Cle Elum-Roslyn School District, and a counseling program in Kettle Falls.

The variety in Chapter 2 programs makes federal reporting a challenge. The State of Washington uses three sources of data to report on fund usage. For accountability purposes, service to students is reported under each of the program's subchapter areas. These data are taken from end-of-year reports submitted by each district in July of each year. Planned expenditure data from school district application forms, collected prior to the beginning of the program year, are used to describe state-level funding priorities. Final expenditure reports from school districts by budget object and activity are also used to describe the Chapter 2 effort. It is important to review each set of information in light of the data source from which it has been drawn and the date of data collection.

In July, 1986, the State of Washington received notification of a grant award of $8,224,052, a decrease of $276,921 (3.3%) from the grant award received in 1985. The following sections of this report outline school district planned use of Chapter 2 dollars and actual student service by subchapter. A summary of state projects and programs concludes this report.

Basic Skills (Subchapter A)

Planned Expenditures. In 1986-87, 16 Washington school districts (unduplicated count) planned to spend $202,189 of Chapter 2 funds for the enhancement of basic skills in public and private schools. This represents 2.7 percent of the total Chapter 2 dollars. This is a reduction of over $50,000 from the planned expenditures in this same category in 1985-86. All of the total amount allocated in this subchapter was designated for public school service.

Service. Reading was the area of highest planned expenditure, however, the area of Written and Oral Communications was the subject area with the most recorded student service. A total of 7,082 students were served by seven school districts in Communications programs in 1986-87. Reading instruction was provided to 1,463 students in seven districts. The third ranking subject area was Mathematics with 179 students reported served by four districts. The 8,724 students served in basic skills by Chapter 2 represents a 45 percent increase from the 5,996 students served in 1985-86.

Improvement and Support Services (Subchapter B)

Planned Expenditures. Subchapter B is the area in which most school districts planned to use Chapter 2 funds. In 1986-87, 88 percent of all Chapter 2 funds ($6,572,285) was allocated to 276 districts (unduplicated count) in this subchapter. This is slightly less than the 90 percent directed toward Subchapter B in 1985-86.

Program dollars were more likely to reach private school students through Subchapter B than through any other subchapter. A total of $438,189 (6.6%) of the subchapter total was reserved for private school programs. Almost all of this amount $410,148 (93.6%) was targeted for Learning Resources.

Over three-fourths of the planned expenditures were in three of the nine subchapter allocation categories. Fifty-two percent was directed to Learning Resources, 13 percent was devoted to Program Development, and another 13 percent was allocated for School Desegregation activities. The Learning Resources category was the most widely used subchapter item as well. Two hundred fifty-one districts, (86%) of the 291 funded, intended to use Subchapter B funds for this purpose.

Guidance, Counseling and Testing, and Mini-grant programs combined, accounted for 8 percent of the subchapter fund use. Staff Development efforts in 80 school districts used 10 percent of Subchapter B dollars. The remaining line items, Program Adoption and Improvement of Management, combined represented 3.5 percent of the total subchapter allocation.

Service. Data from the end-of-year reports revealed that, in duplicated counts, over 778,715 students and teachers were directly or indirectly served in Subchapter B activities during 1986-87. However, it is important to note that in many cases the entire school district enrollment was reported as being served because materials and/or equipment were provided by Chapter 2.

Within the subchapter, the category with the highest service totals was Learning Resources with 491,235 public and 39,249 private school children served. This priority accounted for 68 percent of all Subchapter B service or 63 percent of all Chapter 2 service. Program Development reached the second largest number of students. The 71,980 students served represent 9 percent of those served by Subchapter B and 8.5 percent of all Chapter 2 participants.

Special Projects (Subchapter C)

Planned Expenditures. Subchapter C categories include specialized subject matter programs such as Art Education, programs for gifted children, Career, Community, and Health Education, and Ethnic Heritage programs. A total of $511,511, approximately 7 percent of total Chapter 2 dollars, were reserved for Subchapter C projects by 60 school districts. Art education was the only area where funds were allocated for private school programs.

Although Chapter 2 funds decreased as a whole, Subchapter C planned program expenditures increased by $167,427 over the 1985-86 total of $344,084. The increase was reflected in all line items except Gifted Education. The large dollar figure in the Subchapter C "other" category represents programs difficult to classify. An example is Tacoma's "Homework Hotline," funded under Subchapter C, Other.

Service. The total duplicated count of public and private school students served in Subchapter C was 58,305. Within the subchapter, Health Education registered the largest student service level with 16,253 reported. Art Education was second, serving 13,864 statewide in 12 school districts. The Subchapter C program service total represents 6.9 percent of all Chapter 2 student service.

A full reporting of planned expenditures for the 1986-87 year is found in Table 1. The numbers of students served by each subchapter are reported in Table 2.

Table 1. Chapter 2 Planned Expenditures by Subchapter, 1986-87

	Dollars Allocated				Number Of
Subchapter A (Basic Skills)	**Public**	**Private**	**Total**		**Districts**
Reading	$ 137,777	$ 0	$ 137,777		7
Mathematics	30,229	0	30,229		4
Written/Oral Communications	34,183	0	34,183		7
Subchapter A Totals			$ 202,189	Public	2.89%
			$ 0	Private	0.00%
			$ 202,189	Subchapter Total	2.71%
Subchapter B (Improvement & Support Services)					
Learning Resources	$ 2,986,894	$ 410,148	$ 3,397,042		251
Program Development	838,106	13,563	851,669		50
Program Adoption	78,773	0	78,773		7
Mini-grants	210,311	0	210,311		26
Program Support To Minority Children	42,820	0	42,820		10
Guidance, Counseling & Testing	313,662	3,600	317,262		32
Improve Planning & Management	151,513	0	151,513		19
Staff Development	649,867	10,878	660,745		80
School Desegregation	862,150	0	862,150		4
Subchapter B Totals			$ 6,134,096	Public	87.62%
			$ 438,189	Private	94.63%
			$ 6,572,285	Subchapter Total	88.05%
Subchapter C (Special Projects)					
Art Education	$ 37,185	$ 4,160	$ 41,345		13
Vocational, Career, Consumer Ed.	32,576	0	32,576		4
Health Education	26,182	0	26,182		8
Community Education	16,925	0	16,925		3
Gifted Education	199,473	0	199,473		32
Ethnic Heritage	32,600	0	32,600		2
Other	162,410	0	162,410		12
Subchapter C Totals			$ 507,351	Public	7.25%
			$ 4,160	Private	0.90%
			$ 511,511	Subchapter Total	6.85%
Indirect Costs					
Indirect Costs	$ 157,524	$ 16,280	$ 173,804		89
Indirect Cost Totals			$ 157,524	Public	2.25%
			$ 16,280	Private	3.52%
			$ 173,804	Subchapter Total	2.33%
Administrative Fee					
Administrative Fee	$ 0	$ 4,406	$ 4,406		9
Admin. Fee Totals			$ 0	Public	0.00%
			$ 4,406	Private	0.95%
			$ 4,406	Subchapter Total	0.06%
State Totals	**$ 7,001,160**	**$ 463,035**	**$ 7,464,195**		
Subchapter A (unduplicated)			16	Districts	
Subchapter B (unduplicated)			276	Districts	
Subchapter C (unduplicated)			60	Districts	
State			291	Districts*	

*Districts may implement programs in more than one subchapter area.

Table 2. Chapter 2 Staff/Students Served by Subchapter, 1986-87

	Numbers Served				Number Of
Subchapter A (Basic Skills)	**Public**	**Private**	**Total**		**Districts**
Reading	1,463	0	1,463		7
Mathematics	179	0	179		4
Written/Oral Communications	7,082	0	7,082		7
Subchapter A Totals			8,724	Public	1.09%
			0	Private	0.00%
			8,724	Subchapter Total	1.03%
Subchapter B (Improvement & Support Services)					
Learning Resources	491,235	39,249	530,484		248
Program Development	70,043	1,937	71,980		49
Program Adoption	10,595	0	10,595		6
Mini-grants	50,450	0	50,450		25
Programs Support To Minority Children	494	0	494		10
Guidance, Counseling & Testing	24,061	475	24,536		32
Improve Planning & Management	27,026	0	27,026		16
Staff Development	12,064	173	12,237		75
School Desegregation	50,913	0	50,913		4
Subchapter B Totals			736,881	Public	91.71%
			41,834	Private	99.04%
			778,715	Subchapter Total	92.07%
Subchapter C (Special Projects)					
Art Education	13,460	404	13,864		12
Vocational, Career, Consumer Ed.	2,085	0	2,085		4
Health Education	16,253	0	16,253		7
Community Education	5,705	0	5,705		3
Gifted Education	4,386	0	4,386		32
Ethnic Heritage	2,520	0	2,520		2
Other	13,492	0	13,492		12
Subchapter C Totals			57,901	Public	7.21%
			404	Private	0.96%
			58,305	Subchapter Total	6.89%
State Totals	**803,506**	**42,238**	**845,744**		
Subchapter A (unduplicated)			16	Districts	
Subchapter B (unduplicated)			274	Districts	
Subchapter C (unduplicated)			60	Districts	
State			289	Districts*	

*Districts may implement programs in more than one subchapter area.

Program Changes Over Time

As a data source, planned expenditures have limitations in that they do not reflect the exact amount of program dollars spent per subchapter category. However, a review of planned expenditures is a meaningful source of information about school district priorities of fund use over time. Table 3 illustrates how planned expenditures and student service have varied over the five years of Chapter 2.

The trend of a decline in use of Chapter 2 dollars for support of basic skills programs continues. Each year, for all years reported, the amount of dollars reserved for this area has decreased. Conversely, the amount of planned expenditures for Subchapter C, Special Projects, has risen for the fifth year in a row. The $167,427 (48.6%) increase was the largest proportional change noted. After a four year increase in the planned expenditure totals for Subchapter B, Improvement and Support Services, a decline of $332,304 dollars was noted.

Overall, the available federal dollars for the 1986-87 school year declined. The grant award to the state was $276,921 less than the 1985-86 total.

As noted earlier in this report, student served figures are duplicated counts that in some cases are estimates of actual student service based on school district total population.

Table 3. Chapter 2 Public and Private Totals, 1983-87 Planned Expenditures[1] and Number Served[2]

	1982-83	1983-84	1984-85	1985-86	1986-87
Subchapter A					
Planned Expenditure	$ 438,577	$ 392,530	$ 335,239	$ 252,833	$ 202,189
Number Served	36,445	21,454	8,567	5,996	8,724
Subchapter B					
Planned Expenditure	5,000,383	5,807,189	6,001,755	6,904,589	6,572,285
Number Served[3]	94,895	1,020,543	1,032,906	1,006,894	778,715
Subchapter C					
Planned Expenditure	385,613	280,558	404,935	344,084	511,511
Number Served	61,307	56,773	38,826	36,869	58,305
Indirect Costs		110,991	140,626	181,063	173,804
Administrative Fee	----	----	----	----	4,406[4]
Totals					
Planned Expenditure	$5,824,573	$6,591,268	$6,882,555	$7,682,569	$7,464,195
Number Served[3]	192,647	1,098,770	1,080,299	1,049,759	845,744

[1] Planned expenditure figures are derived from district application forms.

[2] Number served is obtained from district end-of-year reports and may represent duplicated counts.

[3] The number reported in Subchapter B for 1982-83 does not represent a total of the number served for the subchapter. The number reported for 1986-87 combines Learning Resources and Equipment which were reported separately in previous years.

[4] The administrative fee for each subchapter is a part of each subchapter planned expenditure in the previous years. In the 1986-87 applications, the total fee is listed as one line item.

Private Education

The total amount of planned expenditures for private school students was $458,629 in the 1986-87 school year. This represents a decline of 56,438 (11%) from the previous year's estimate. All subchapter planned expenditures and service figures declined. No expenditures or service were reported in Subchapter A programs for private school students.

By far, the largest category of service to private school students was in the area of Learning Resources. A total of 39,249 students were served in this area. This represents 93 percent of all Chapter 2 service to private school students. Table 4 displays planned expenditures and service to private school students over time.

Indirect Costs

In 1986-87, 89 school districts planned to spend $173,804 for indirect Chapter 2 program costs. This figure included $157,524 for public school, and $16,280 for private school Indirect Costs (see Table 1). This amount was 2.3 percent of the state's Chapter 2 flow-through budget, the exact same percentage noted for Indirect Costs in 1985-86.

Staffing

The end-of-year reports also were used to determine the number of people hired with Chapter 2 funds. In 1986-87, 53 school districts used part of their grant award to employ approximately 34.2 full-time equivalent (FTE) certificated staff members (teachers and administrators) and 28.4 full-time equivalent classified staff members (clerical support). The FTE figures represent the employment of 172 individuals through Chapter 2.

Table 4. Chapter 2 Private Totals, 1983-87 Planned Expenditures[1] and Number Served[2]

	1982-83	1983-84	1984-85	1985-86	1986-87
Subchapter A					
Planned Expenditure	----	$ 19,338	$ 4,352	$ 2,811	$ 0
Number Served	2,199	1,676	275	56	0
Subchapter B					
Planned Expenditure	----	389,804	415,509	492,484	438,189
Number Served[3]	12,586	55,271	64,457	61,944	41,834
Subchapter C					
Planned Expenditure	----	1,784	440	2,733	4,160
Number Served	581	366	362	201	404
Indirect Costs	----	7,785	9,353	17,039	16,280
Administrative Fee	----	----	----	----	4,406[4]
Totals					
Planned Expenditure	----	$ 418,711	$ 429,654	$ 515,067	$ 463,035
Number Served[3]	15,366	57,313	65,094	62,201	42,238

[1] Planned expenditure figures are derived from district application forms.

[2] Number served is obtained from district end-of-year reports and may represent duplicated counts.

[3] The number reported in Subchapter B for 1982-83 does not represent a total of the number served for the subchapter. The number reported for 1986-87 combines Learning Resources and Equipment which were reported separately in previous years.

[4] The administrative fee for each subchapter is a part of each subchapter planned expenditure in the previous years. In the 1986-87 applications, the total fee is listed as one line item.

Expenditures

The actual Chapter 2 expenditures for 1986-87, as reported by districts on the F-196 form, totaled $6,682,377. This amount represents an expenditure of 90 percent of the districts' planned expenditures. The expenditures can be analyzed in terms of budget objects and activities. The Objects of Expenditure include: Certificated Salaries, Classified Salaries, Employee Benefits, Supplies, Instructional Materials, Contracted Services, Travel, and Capital Outlay. The two largest categories in terms of dollars spent were Instructional Materials with 28 percent of the expenditure and Capital Outlay with 25 percent. (See Table 5.) For clarification, it should be noted that most of the Capital Outlay expenditures were associated with the Learning Resource and Teaching activity areas and that large expenditures related to salaries primarily reflect staff development substitute costs.

The budget activities related to Chapter 2 consist of: Supervision, Learning Resources, Guidance-Counseling, Psychologist-Speech-Hearing, Health, Teaching, Payments To Other Districts, and Field Trips. Learning Resources with 39 percent and Teaching with 44 percent are by far the activities of greatest emphasis. (See Table 6.)

Table 5. Chapter 2 Expenditures by Budget Object,* 1986-87

Object	Dollars Spent	Percent
Certificated Salaries	$1,130,094	17
Classified Salaries	557,524	8
Employee Benefits	418,618	6
Supplies	165,159	3
Instructional Materials	1,854,821	28
Contracted Services	731,537	11
Travel	100,936	2
Capital Outlay	1,692,519	25
Debit Transfers	31,169	<1
Total	$6,682,377	100

*Source SPI F-196 Form

Table 6. Chapter 2 Expenditures by Activity,*
1986-87

Activity	Dollars Spent	Percent
Supervision	$ 710,078	11
Learning Resources	2,597,813	39
Guidance-Counseling	343,605	5
Psych.-Speech-Hearing Services	4,070	<1
Health Services	530	<1
Teaching	2,916,047	44
Payments To Other Districts	13,764	<1
Field Trips	96,470	1
Total	$6,682,377	100

*Source SPI F-196 Form

Monitoring Activities

Districts are required by Chapter 2: to have an application on file with the state education agency, to provide assurance of compliance with the provisions of Chapter 2, to keep records as necessary for audit and program evaluation, and to systematically consult with parents, teachers, and administrators regarding the use of Chapter 2 funds. In order to assure that districts are meeting the requirements of Chapter 2 and to assist them in meeting those requirements, the program office provides on-site monitoring and technical assistance to approximately 25 percent of the participating districts each year.

During 1986-87, 73 district programs were monitored by Dr. Wanda Buckner, ECIA Chapter 2 Supervisor, and Ms. Nancy Motomatsu, Learning Resources Supervisor. The on-site reviews indicated that every district was implementing Subchapters A, B, and C appropriately. With three exceptions, all districts were also in compliance with the fiscal requirements of Chapter 2. Two districts, not in compliance, corrected their procedures during the 1986-87 school year. Systematic consultation with parents and/or teachers and administrators on the use of Chapter 2 funds was documented in 45 cases. Fifteen districts submitted documentation of such consultation after the program review. The remainder of districts not in compliance were required to submit documentation of such consultation during the 1987-88 school year. The school board is required by WAC 392-165-330 to approve the district Chapter 2 application. In 44 instances, this was done. Eleven districts took the application to the board following the on-site visit, and 12 districts were required to comply with this requirement in 1987-88.

Chapter 2 program and fiscal assistance was provided by staff not only to the 73 districts visited, but also to those districts which sent representatives to the spring workshops, and to district personnel who attended various Educational Service District or other presentations made by staff, and to those who called the program office with specific implementation questions.

Advisory Committee Activities

Members of the Chapter 2 Governor's Advisory Committee on Education Program Consolidation are appointed by the Governor for staggered terms of three years and represent public and private elementary and secondary students, classroom teachers, parents of students, State Board of Education, local boards of education, local and regional school administrators, institutions of higher education, and the state legislature (a list of the 1986-87 members and their areas of representation follows).

The major tasks of the Governor's Advisory Committee are to advise the Superintendent of Public Instruction on the allocation of funds reserved for state use, on the formula for the allocation of funds to local school districts, and on the planning, development, support, implementation, and evaluation of state programs assisted by Chapter 2.

Items addressed by the Governor's Advisory Committee during 1986-87 included the review of the end-of-year evaluation report, monitoring information, and results of the special study regarding the use of Chapter 2 funds for gifted education. Other activities included discussion of federal legislation effecting Chapter 2 and the review of selected programs within the state.

Governor's Advisory Committee
on Education Program Consolidation
1986-87

Name	Representing
Ms. Mary Lou Gregory	Teachers
Mr. Michael Bernazzani (Chair)	Regional School Administrators
The Honorable Brian Ebersole	Washington State House of Representatives
Mr. James P. Egawa	Native Americans
Ms. Evelyn Gau	School Directors
Ms. Nyra Gray	Principals
The Honorable William Kiskaddon	Washington State Senate
Dr. M. Stephen Lilly	Higher Education
The Reverend D. Harvey McIntyre	Private Education
Ms. Mary Nielsen	Parents
Ms. Charlotte Akins	Students
Mr. Dale Thompson	State Board of Education
Mr. Kirby Cleveland	Special Education
Ms. Altamae Whitehill	Gifted Education

Section II. Special Survey Results, Gifted Education Activities Supplemented With Chapter 2 Funds

Each year the end-of-year report includes the results of an in-depth examination of the use of Chapter 2 funds for a special purpose. In 1986, the Washington State Legislature and the Chapter 2 State Advisory Committee expressed an interest in knowing the extent to which categorical and block grant funds provided education programs for gifted and talented students. This issue was the focus of the 1986-87 report. A survey on fund use was sent to the 32 school districts which applied to use Chapter 2 funds for Gifted Education (Subchapter C). Thirty districts (94%) responded.

In the 1986-87 school year, Gifted Education planned expenditures totaled $199,473. This represented 2.7 percent of all Chapter 2 planned expenditures. Reporting districts indicated that Chapter 2 funds were used in conjunction with $976,639 local funds and $278,747 state funds to implement Gifted Education programs. For districts with federal support this indicates gifted and talented programs are supported 67 percent locally, 14 percent federally, and 19 percent by state dollars.

Chapter 2 program dollars were also used to support staffing for gifted programs. Thirteen of the 30 reporting districts used federal funds for this purpose. Thirteen persons were hired on a part-time basis; two persons were employed full-time using Chapter 2 funds. The total full-time equivalency (FTE) for certificated staff was 4.5. The classified staff FTE totaled 1.3.

The 30 districts using a combination of district, state, and federal Chapter 2 funds for Gifted Education programs served 2,954 students. All service was provided to public school students. Gifted program service was evenly divided between boys and girls. The majority (93%) of program participants are White. Only 209 or 7 percent of those served were minority students (Black, Asian, Hispanic, or Native American).

Gifted program service is concentrated at grades four, five, and six. Forty percent of the population is in these three grades. Overall, K-8 programs serve 88 percent of the 2,954 students. Seven school districts offered service to ninth through twelfth graders. Three hundred forty-four students were served in these grades.

The implemented programs were varied in design and focus. To describe the type of components provided in their gifted programs, districts checked a specified list of options and program features. All of the 30 respondents listed more than one feature. Over half of the respondents (57%) indicated that their gifted education programs used a resource room/pullout model for service delivery. Eight districts or 27 percent served gifted students in the regular classroom. The same number and percentage indicated the use of self-contained classrooms. The full listing of responses appears as Table 7.

Table 7. Number and Percentage of Gifted Program Components Offered by Chapter 2 Funded School Districts

Program Components	Number	Percent
Self-Contained Classes	8	27
Resource Room/Pullout	17	57
Part-Time Grouping	3	10
Advanced Grade Placement	3	10
Advanced Subject Placement	3	10
Independent Study	6	20
Individual Student Plan	5	17
Regular Classroom Plan	8	27
Honors/Advanced Placement	6	20
Mentorships	3	10
Other	4	13

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